

AGENCY 1 CLAIM CHOICE "Offering a choice creates agency." Is the decision meaningful, valid and accessible? Discuss, then check the matching boundary.	AGENCY 2 CLAIM VOICE "We asked learners, so their voice influenced practice." What response closed the loop? Discuss, then check the matching boundary.	AGENCY 3 CLAIM INSTRUCTION "Direct instruction removes agency." Can clear teaching support later purposeful action? Discuss, then check the matching boundary.
AGENCY 4 CLAIM STRUCTURE "Autonomy support means less structure." Which boundaries help learners act well? Discuss, then check the matching boundary.	AGENCY 5 CLAIM VISIBILITY "Visible participation proves agency." What purposeful decision or revision can you see? Discuss, then check the matching boundary.	AGENCY 6 CLAIM INDEPENDENCE "Agency means working without help." Can asking for support be agentic? Discuss, then check the matching boundary.

AGENCY 3 BOUNDARY INSTRUCTION CAN ENABLE ACTION Explicit teaching and modelling can supply knowledge for later decisions. Agency concerns purposeful action in context. The useful question is where a real, informed decision belongs in this sequence. Do not confuse guidance with control.	AGENCY 2 BOUNDARY CLOSE THE RESPONSE LOOP Collecting a view is not the same as giving it influence. Tell learners what changed, what stayed fixed and why. A response can be honest even when an adult duty limits the request. Voice needs an accountable response.	AGENCY 1 BOUNDARY A MENU CAN BE COSMETIC Choice supports agency only when options matter, serve the goal and can be used. Check consequences, route validity, access and hidden workload. Colour or format choices alone rarely shape learning. Name the decision and its consequence.
AGENCY 6 BOUNDARY AGENCY CAN BE RELATIONAL Purposeful help-seeking, collaboration and co-agency are not failures of independence. Record what the learner initiated, selected, explained or revised with support. Do not reward avoidable struggle. Support can preserve the decision.	AGENCY 5 BOUNDARY PARTICIPATION IS NOT ENOUGH Being busy, vocal or compliant does not show that a learner shaped learning. Look for purposeful contribution, decision, help-seeking, explanation or revision, plus the context that made it possible. Quiet action can also be agentic.	AGENCY 4 BOUNDARY STRUCTURE SUPPORTS AUTONOMY Clear purposes, reasons, expectations and feedback can make action possible. Autonomy support is not abandonment. Teachers keep curriculum, access, assessment, safety and support duties. Boundaries can make decisions usable.

AGENCY 7

CLAIM

SELF-EFFICACY

"Confidence and agency are the same thing."

Is capability judgement identical to purposeful action?

Discuss, then check the matching boundary.

AGENCY 8

CLAIM

COMPLIANCE

"Calm compliance shows strong agency."

What decision, action or influence is visible?

Discuss, then check the matching boundary.

AGENCY 9

CLAIM

FORMAT

"Agency requires projects, technology or personal interests."

Can a small curriculum-bound decision count?

Discuss, then check the matching boundary.

AGENCY 10

CLAIM

EQUITY

"The same choices are fair for everyone."

Who can understand, access and afford each route?

Discuss, then check the matching boundary.

AGENCY 11

CLAIM

MEASUREMENT

"One survey gives an agency score."

What context and other evidence are missing?

Discuss, then check the matching boundary.

AGENCY 12

CLAIM

ADULT DUTIES

"Learner-led work transfers responsibility to the learner."

Which duties remain with adults?

Discuss, then check the matching boundary.

AGENCY 9 BOUNDARY SMALL DECISIONS CAN BE REAL Agency does not depend on a project, device or personal-interest topic. A learner can select evidence, propose an example, ask for help, explain a route or revise work inside a shared curriculum. Judge the decision, not the format.	AGENCY 8 BOUNDARY COMPLIANCE IS DISTINCT Following instructions may be appropriate, but it does not by itself show agency. Look for purposeful action, contribution or revision. Calm behaviour can reflect agreement, uncertainty, inhibition or masking. Do not infer the process from conduct.	AGENCY 7 BOUNDARY RELATED, NOT IDENTICAL Self-efficacy is a task-specific judgement of capability. Agency concerns action in context. A learner can feel capable but have no meaningful route to act. Another may act purposefully while still needing support. Do not replace either construct with confidence.
AGENCY 12 BOUNDARY ADULTS KEEP RESPONSIBILITY Curriculum, access, assessment, safety and support duties stay with teachers and leaders. Learner-led describes a meaningful role in action or decision. It does not shift legal, ethical or professional duties. Agency is not abdication.	AGENCY 11 BOUNDARY MEASURE LOCALLY AND CAREFULLY A survey captures a report under particular wording and conditions. Combine learner explanation, observed action, work and context. Use results to review the opportunity, not label the learner. No context-free agency score.	AGENCY 10 BOUNDARY EQUAL MENUS CAN BE UNEQUAL Options differ in language, sensory demand, equipment, time, confidence and support. Design communication and access routes first. Remove hidden cost, stigma and workload before calling a choice fair. Access is part of the decision.